Industrial Engineering 340/Psychology 358: Human Factors

University of Illinois at Urbana-Champaign
Department of Industrial and Enterprise Systems Engineering
Spring 2026

Course Description

Introduction to human factors and ergonomics, covering topics of human information processing, physiological and biomechanical functioning, and implications for design of the workplace and jobs in that workplace. The field of Human Factors and Ergonomics (HFE) is interdisciplinary, with applications wherever humans interact with equipment in a system context. Examples will be drawn from manufacturing, medicine, aerospace, ground transportation, and computing. Students will learn an overview of HFE principles and understand how they fit into engineering design and analysis. Typical design and operational problems in work domains, as well as their HFE solutions, will be highlighted. Students will apply HFE principles to design problems Also, the course will seek to improve the teamwork, written and oral presentation skills of each student.

Credits: 4

Schedule:

Lectures: Tuesdays and Thursdays, 10:00-11:20 a.m.
In-person: 2310 Everitt Laboratory

Laboratories: Fridays, in-person by section:
AB1 9-9:50 a.m. in 149 Henry Administration Building
AB2: 10-10:50 a.m. in 149 Henry Administration Building
AB3: 11-11:50 a.m. in 149 Henry Administration Building
AB 4: 12:00-12:50 p.m. in 36 English Building
Note: room assignment may change after 10th day of classes, TBD – watch Canvas Announcements.

Instructor:

Dr. Abigail R. Wooldridge
Office: 209A Transportation Building
Lab: 2311/2313 DCL
Email: arwool@illinois.edu
Phone: 217-300-8086
Office Hours: Tuesday, 12:00-1:00 p.m., or by appointment (email with appropriate subject heading)
DCL 2311

Teaching Assistants:

Emre Eraslan
Email: emree2@illinois.edu
Office Hours: Thursday 3:00-4:00 p.m.
DCL 2311

Mustafa Celalettin Kilinc
Email: mkilinc2@illinois.edu
Office Hours: Thursday 2:00-3:00 p.m.
DCL 2311

Course Goals:

1. Demonstrate the relevance and importance of human factors and ergonomics in society and industry.
2. Increase your interest and awareness of human factors and ergonomic issues in and outside of work.

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3. Illustrate how to recognize and identify human factors and ergonomics problems.
4. Provide you with basic concepts, tools and methods to solve these problems.

Course Outcomes:

1. Identify ergonomic problems.
2. Use ergonomic tables in ergonomic problem solving.
3. Use basic biomechanical formulas to analyze ergonomic problems.
4. Use basic cognitive ergonomics concepts and formulas in solving ergonomic problems.
5. Use basic physiological concepts to analyze ergonomic problems.
6. Use anthropometric data in design.
7. Use organizational (macro) ergonomics concepts and theories to analyze ergonomics problems.
8. Prepare ergonomics analysis reports.

Course Prerequisites:

PSYC 100, PSYC 103 (not necessary, updating system), or consent of instructor.

Textbook:

"Designing for People: An Introduction to Human Factors Engineering"
(3rd edition, August 31, 2017)
Editors: J. D. Lee, C. D. Wickens, Y. Liu, and L. N. Boyle.
Publisher: CreateSpace Independent Publishing Platform
ISBN-10: 1539808009; ISBN-13: 978-1539808008

Canvas: https://canvas.illinois.edu

Course materials such as syllabus, handouts, notes, assignment instructions, lecture recordings, etc. can be found on the Canvas Learning management system course website at **https://canvas.illinois.edu**. You are responsible for regularly checking the course site as well as your email and Canvas messages to learn of any updates.

Note: Class material is copyright to the University of Illinois at Urbana-Champaign and should not be distributed or disseminated.

Grading Scale: Straight (i.e., no +/-)

90% and up: A 80% - 89%: B 70% - 79%: C 60% - 69%: D below 59%: F

Summary of Grade Determination

Item	**Points out of Maximum Points**	
Quizzes	Sum of top 10 scores	out of 25 points
Individual Labs	Sum of scores	out of 6 points
Team Labs	Sum of scores (scaled by team score)	out of 20 points
Exam 1	Score	out of 10 points
Exam 2	Score	out of 10 points
Student Bio Survey	2 points	out of 2 points
Office Hours Visit	2 points	out of 2 points
Project Proposal	Score (scaled by team score)	out of 2 points
Project Outline	Score (scaled by team score)	out of 3 points
Final Project	Score (scaled by team score)	out of 20 points
Extra Credit (optional)	*Extra credit points will be available over the course of the semester as described above; additional opportunities may be announced during class*	
Final Grade	Summation of the above	out of 100 points

Grade Determination

Quizzes: 25%

One quiz/week, except the week of the midterm and the last week, for 13 in the semester. Your grade is based on the top 10 (lowest 3 are dropped) - each one kept is 2.5% of your final grade.

Labs: 26%

Lab meetings are each week – you are expected to attend!

- 6% Individual labs: The lab in weeks 1, 2, and 15 are completed individually. Each is worth 2% of your final grade.

- 20% Team labs: There are five labs that will be completed in teams assigned by the instructor. For each of these labs, you will have one week to get and review the assignment and begin working on it, followed by a second week dedicated for your team to work on writing up your findings in a full laboratory report (template and rubric will be provided). Lab reports are due via Canvas on the weekly due date in the second week (i.e., Friday at 11:59 p.m.). Each lab report is 4% of your final grade.

Exams: two exams worth 10% each
Exams include many question formats, including true/false, multiple choice, fill in the blank, word bank, matching and open ended (i.e., short essays). Exams will be completed in person and allow the use of a calculator, but no other electronic devices.

Student bio: 2%
Based on turning in your student bio by 11:59 p.m. on Friday of the first week.

Office hours visit: 2%
Come to my office hours during the first three weeks of class (slots of 5 minutes will be available during regularly scheduled office hours plus extra time to accommodate students as needed).

Project: 25%
Projects are to be done in teams, assigned by instructor. The project will be one of your own design. However, the project topic and design must be approved by the instructor. Projects may be a literature review (scoping, systematic, or meta-analysis), state-of-the-art review (i.e., literature review that does not followed a structured methodology) or a mini research project. Details about the assignment and rubrics are provided. Expectations are that the project is representative of the knowledge, tools, and techniques obtained in this course.

Multiple graded components throughout the semester are part of the project:

1. **Project topic proposal:** Your team will propose three topic ideas, including the type of project and the topic and identifying at least one scholarly source for each idea. Worth 2% of your final grade.
2. **Project outline/update:** Your team will provide a one paragraph update on what progress you have made on executing your project, challenges or questions you need input on, and provide a bulleted outline for your written report. Worth 3% of your final. grade.
3. **Written report:** Reports will be written as a technical document using proper spelling and grammar (i.e., technical writing). The structure will be done in ***HFES Annual Meeting paper*** format with a maximum length of 5 pages. Reports should be typed and formatted in style of conference of submission. The report will be worth 10% of your final grade.
4. **Poster presentation:** The last two days of class will be presentations (half of the class will go on the Monday, half on Wednesday – each half should bring their posters to their respective day). Poster sessions will be given in a gallery format. Poster presenters will field questions from faculty, staff, and students. Worth 10% of your final grade.

Electronic copies of both the written report and the poster will be submitted as indicated in the course schedule**.**

Impact of Team Contribution on Grades
A large component of the assignments in this class are completed in teams (team laboratory assignments and the project). It is important to be a good team member and contribute well to the work of the team. As such, your individual scores for your group work will be adjusted to include input from your group members, as follows. Of note, CATME has an algorithm that flags potential conflict, purposefully inflating or deflating scores, etc. – in the case this is identified, it will be taken into account.

Students will evaluate their peers using CATME For example, consider a 4-person team that earned a score of 95% on their project's written report (9.5 out of 10 points). The table below demonstrates how the scaling will work. The same mechanism will apply to all group assignments.

Student	CATME Adj Factor (w/o self)	Final Project Report Score (Earned Score * CATME Scaling Factor)
1	1	9.5 * 1 = 9.5
2	1.4	9.5 * 1.4 = 13.3
3	1.2	9.5 * 1.2 = 11.4
4	0.4	9.5 * 0.4 = 3.8

Extra Credit:
You can earn 0.5 extra credit point (to be added on to your final grade, i.e., worth 0.5% extra) by coming to at least one of the office hours of the instructor or TAs any week other than the first three weeks to *have a conversation* (can be about this course, it could be about HFE in a broader sense, career advice, life advice, etc.). This can be repeated each week, before the last day of class, for a total of 6 extra credit points over the course of the semester. Note: no sign up is needed for those visits, just log in to zoom. Other opportunities for extra credit may be announced throughout the semester.

Email Policy
Please check the syllabus and Canvas before asking questions. When sending an email, observe the following rules or professionalism:

- Title the email **"IE340 – (subject of your email)"** in the subject line, no parentheses required. This prevents your email from going to the junk folder.
- Maintain professional etiquette, including a respectful greeting, and clear, polite body of the email.
- Frame your question clearly and professionally. Include all relevant information about what you need.
- Email in advance. Allow 48 business hours for a response.

Expectations for Course Meetings
- Participate in class discussions, contribute individual experiences when relevant to the topic so that others can benefit and learn.
- Ask questions…there is no bad question if you learned something from the response.
- Maturity and respect for others is mandatory (see statement on diversity).
- Cell Phones should be turned off at the beginning of class.
- Use other electronic devices (tablets, laptops, etc.) for course-related purposes only. Do not bring any electronic devices to exams other than a calculator.
- Take individual responsibility for completing assignments on time.
- Check e-mail and Canvas frequently (just not in class)
- All readings should be completed prior to class (except for first day, but those need to be done before the first lab).
- Partial lecture notes will be available in the "Lectures" tab prior to class. I recommend you bring them (printed or otherwise) to help you take notes and fill in blanks.
- Class begins and ends on time. Arriving late or leaving early may result in missed points.

Absences and Make Up Assignments
- Attendance and participation are expected as part of the course. If you miss, you should:
  - Read all assigned materials.
  - Speak with another student about in-class discussion and activities.
- Missing a class will result missing any available points for that period. Make up points are rarely granted, due to the large amount of extra credit; to receive makeup points, you must:
  - Provide appropriate documentation from the Office of the Dean of Students.

- Make-up for examinations and presentations require an absence letter from the Office of the Dean of Students.
- With a verified absence letter (indicating that criteria outlined in the student code have been met) and email letting the professor know to check for your letter, you will receive an automatic 1-week extension on all individual assignments due within your excused absences timeframe.
- Please coordinate with your team to determine if and why the team needs an extension for any team-based assignments in that timeframe and contact the professor to communicate such.
    - A good example of a justification would be: We need to conduct in person data collection for Laboratory 4, and XXX [fill in the student name, not XXX] will not be able to participate until mm/dd/yy which is the day the lab report is due.

Late Assignments (unrelated to excused absences)

- Any late assignments submitted within 1 week of the due date will be subject to an automatic 20% point reduction (except in the cases outlined above for excused or verified absences).
- Late assignments will not be accepted after grades are released (i.e., no corrections for points).
- Any assignments submitted later than 1 week after the due date will not receive any points, as we aim to release solutions by that point.

Regrade Requests

Any request for a regrade must be made within one week (7 days) from grading via email. We will review the grading for the entire assignment, not only the question/item you request.

Before requesting a regrade, please prepare a clear and concise argument for your stance by carefully reading the comments we provide on your work and consider their meaning and what you feel was wrong in the grading.

Examples of good regrade requests include:

- The TA said I left Problem 4 blank, but I have Problem 4 right here, and they just didn't see it.
- The TA said this solution was wrong, and I realize it is not the same as the one in the solution set, but here is a clear and informal explanation of why my alternate solution is correct. I have also attached a statement addressing any concerns the TA may have raised in a comment.

Examples of bad regrade requests include:

- I think this rubric is unfair.
- I deserved to get "minor error (-1 points)" instead of "major error (-4 points)."
- I know I said X, but what I really meant was Y. (We can only grade what's on the page!)
- I gave several distinct answers to the problem, and one of them was correct! (Even if another was wrong).
- I gave a correct answer to a different problem from the one on the problem set.
- Any request that asserts your solution is correct without giving new information that helps the instructor and TAs interpret your solution. If your regrade request just says, "My solution is correct, please take another look at it," the answer will probably be "I looked at it the first time, and I disagree with you, so you are getting no points back."

Religious Observances

It is the policy of the University of Illinois Urbana-Champaign to reasonably accommodate its students' religious beliefs, observances, and practices that conflict with a student's class attendance or participation in a scheduled examination or work requirement, consistent with state and federal law. Students should make requests for accommodation in advance of the conflict to allow time for both consideration of the request and alternate procedures to be prepared. Requests should be directed to the instructor. The Office of the Dean of Students provides an optional resource on its website to assist students in making such requests.

Academic Integrity

As a student it is your responsibility to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. A short guide to academic integrity issues may be found at www.provost.illinois.edu/academicintegrity/students.html.

The authoritative source is the Student Code (http://studentcode.illinois.edu/). The University of Illinois Urbana-Champaign *Student Code* should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity.

Every student is expected to review and abide by the Academic Integrity Policy: https://studentcode.illinois.edu/article1/part4/1-401/ . Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. If you are unsure whether a situation may violate Academic Integrity, do not hesitate to ask.

I will enforce the university's standards of Academic Integrity. All alleged infractions will be documented in the campus-wide FAIR database and investigated, and all committed infractions will result in sanctions. Academic dishonesty may result in a failing grade.

Generative AI Use Policy
The use of generative AI tools (e.g., ChatGPT, Grammarly, Claude, etc.) is permitted in this course under limited, clearly defined circumstances. You may **not upload or share any course materials**—including syllabi, readings, lecture content, assignment prompts, or assessments—with any generative AI software or platform. Doing so violates course and institutional policies regarding intellectual property and confidentiality.

You are ultimately responsible for understanding and mastering the course material independently. The use of AI should not substitute for your own engagement with the course content. Most assignments in this class require reflection, integration of course readings, class discussions, and personal insights—material and context that are not accessible or replicable by AI tools. As such, reliance on generative AI may offer minimal to no benefit for successfully completing your coursework.

Permitted Uses of Generative AI in This Course

You may use generative AI tools for:

- Brainstorming and refining ideas;
- Drafting an outline to organize your thoughts;
- Checking grammar, spelling, and stylistic issues in writing.

Prohibited Uses of Generative AI in This Course

You may **not** use generative AI tools for:

- Uploading or sharing any course materials, including prompts, questions or assigned readings;
- Impersonating you in classroom contexts (e.g., composing responses to questions or contributing to live chats);
- Completing work, individual or group, assigned to you unless the instructor and your group explicitly agrees to the use of AI tools;
- Writing any part of a draft of a writing assignment;
- Generating sentences, paragraphs, or entire papers to fulfill class requirements.

Academic Integrity and Citation

When using generative AI, keep a journal documenting prompts, AI responses, and your usage, or, if possible, share a link to your chat history. Your instructor may ask you to provide this documentation.

All written assignments must be drafted by you. AI-generated content must not appear verbatim in your submissions. If you do use generative AI tools for permitted purposes (e.g., brainstorming or editing), you must disclose and cite this use clearly and accurately using **APA citation format**. Refer to the APA style guide for citing generative AI, including the text of your prompt to the AI.

Remember, a generative AI conversation in and of itself is not a valid source for facts. Always work to find, verify, and cite the original source of ideas, rather than citing the AI directly. Further, please be aware that generative AI tools sometimes hallucinate references – you should verify the citations it generates actually exist. In addition, you should critically consider and evaluate anything that it generates – output of generative AI models is not always accurate, similar to content you might encounter on Wikipedia, Reddit, etc. Review the University of Illinois System's Generative AI Guidance for Students.

You are solely responsible for the accuracy, legality, and ethical implications of any information you gather from generative AI tools. This includes ensuring that AI-generated content does not contain misinformation, plagiarism, or any material that violates copyright or university policies.

Violations

Any use of generative AI beyond the scope outlined above will be considered a violation of this course's academic integrity policies.

Students with Disabilities
The University of Illinois is committed to ensuring that all students, including those with disabilities, do not experience barriers to learning and participating fully in class. If you have a letter of accommodation from DRES and have not already given it to me, please do so as soon as possible to ensure your accommodation needs are met.

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-1970, email: disability@illinois.edu, or go to the DRES website.

Mental Health
Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

If you are in immediate danger, call 911.

Community of Care
As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regard to their well-being or yours, we encourage you to refer this behavior to the Connie Frank CARE Center (formerly the Student Assistance Center) in the Office of the Dean of Students. You may do so by calling 217-333-0050 or by submitting an online referral. Based on your report, staff in the Student Assistance Center will reach out to offer support and assistance.

Further, as a Community of Care, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns,

food insecurity, homelessness, personal emergencies). Should you find that you are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the Connie Frank CARE Center (formerly the Student Assistance Center) in the Office of the Dean of Students for support and referrals to campus and/or community resources.

Additional University Resources
If you are interested in obtaining information to improve writing, study skills, time management or organization, the following campus resources are available to all students:

- Writer's Workshop
  - Undergrad Library
  - 217-333-8796
- http://www.cws.illinois.edu/workshop
- https://www.disability.illinois.edu/strategies
- http://www.counselingcenter.illinois.edu/self-help-brochures/

Also, most college offices and academic deans provide academic skills support and assistance for academically related and personal problems. Links to the appropriate college contact can be found by going to this website and selecting your college or school: http://illinois.edu/colleges/colleges.html.

Disruptive Behavior
Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution (https://conflictresolution.illinois.edu; conflictresolution@illinois.edu; 333-3680) for disciplinary action.

General Emergency Response Recommendations
Emergency response recommendations and campus building floor plans can be found at the following website: https://police.illinois.edu/em/run-hide-fight/. I encourage you to review this website within the first 10 days of class.

Family Educational Rights and Privacy Act (FERPA)
Please visit http://registrar.illinois.edu/ferpa for information about the Family Educational Rights and Privacy Act (FERPA).

Sexual Misconduct Policy and Reporting
The University of Illinois is committed to combating sex-based misconduct. Faculty and staff members are required to report any instances of sex-based misconduct to the University's Title IX Office. In turn, an individual with the Title IX Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential.

Other information about resources and reporting is available here: wecare.illinois.edu.

Community Opportunity and Engagement
The effectiveness of this course is dependent upon each of us to create a safe and encouraging learning environment that allows for the open exchange of ideas while also ensuring opportunities and respect for all of us. Everyone is expected to help establish and maintain an environment where students, staff, and faculty can contribute without fear of personal ridicule, or intolerant or offensive language. If you witness or experience racism, discrimination, micro-aggressions, or other offensive behavior, you are encouraged to bring this to the attention of the course director if you feel comfortable.

The range of the participants in this course is a valuable source of ideas, problem solving strategies, and engineering creativity. If you feel that your contribution is not being valued for any reason, please speak with me privately. If you wish to communicate anonymously, you may do so in writing in my mailbox in TB 117. We are all members of an academic community where it is our shared responsibility to cultivate a climate where all students/individuals are valued and where both they and their ideas are treated with respect. Developing and maintaining that climate is part of the expectations for this course. If you have made it this far paying attention, thank you. Email me a cute of funny picture of your favorite animal before the third week of class, using the correct subject line format with your name in the subject line to receive 1 extra credit point.

Schedule

Week	Day	Date	Lecture/Lab	Reading
1	Tue	1/20/26	Lec 1: Course organization, overview of HFE (key concepts and goals), examples of good/bad design	T: 1-15
	Thu	1/22/26	Lec 2: Anatomy and Physiology	T: 449-476
	Fri	1/23/26	Lab 1: Examples of bad design on campus and human subject research. Review lab report format, CATME. **Individual lab.**	
	Sun	1/25/26	**Week 1 due date:** Lab 1 due by 11:59 p.m. via Canvas Student Bio due by 11:59 p.m. via Canvas	
2	Tue	1/27/26	Lec 3: Vision	T: 85-103
	Thu	1/29/26	Lec 4: Vision Search and perception	T: 103-111
	Fri	1/30/26	Lab 2: Presentation on Technical Writing and Writers Workshop Resources **Individual lab - human subjects research training**	
	Sun	2/1/26	**Week 2 due date:** Lab 2 due by 11:59 p.m. via Canvas CATME survey by 11:59 on CATME	
3	Tue	2/3/26	Lec 5: Auditory processes	T: 123-141
	Thu	2/5/26	Lec 6: Noise and hearing protection	T: 131-135
	Fri	2/6/26	Lab 3a: Workspace noise and work performance	
	Sun	2/8/26	**Week 3 due date:** Quiz 3 due by 11:59 p.m. via Canvas Office hours visit must be completed by 11:59 p.m	
4	Tue	2/10/26	Lec 7: Anthropometry	T: 389-405
	Thu	2/12/26	Lec 8: Cumulative trauma	T: 439-445
	Fri	2/13/26	Lab 3b: Workspace noise and work performance (writing)	
	Sun	2/15/26	**Week 4 due date:** Lab 3 due by 11:59 p.m via Canvas	
5	Tue	2/17/26	Lec 9: Workspace design	T: 405-417
	Thu	2/19/26	Lec 10: Biomechanics and NIOSH	T: 419-439
	Fri	2/20/26	Lab 4a: Work station design	
	Sun	2/22/26	**Week 5 due date:** Project proposal topic due by 11:59 p.m. via Canvas	

NOTE: Schedule subject to change with fair notice, check “Announcements” on Canvas for updates.

Week	Day	Date	Lecture/Lab	Reading
6	Tue	2/24/26	Lec 11: Environmental stressors	T: 479-485
	Thu	2/26/26	Lec 12: Memory and attention	T: 161-199
	Fri	2/27/26	Lab 4b: Work station design (writing)	
	Sun	3/1/26	**Week 6 due date:** Lab 4 due by 11:59 p.m via Canvas	
7	Tue	3/3/26	Review for Exam 1	
	Thu	3/5/26	Exam 1	
	Fri	3/6/26	Project work day - no class	
	Sun	3/8/26	**Week 7 due date:** Deadline to respond to feedback on project topic - finalize, clarify, etc.	
8	Tue	3/10/26	Lec 13: Decision making	T: 201-228
	Thu	3/12/26	Lec 14: Signal detection and warnings	T: 111-117
	Fri	3/13/26	Lab 5a: Decision making	
	Sun	3/15/26	**Week 8 due date:** Early informal feedback by 11:59 p.m.	
9	Tue	3/17/26	Spring break! No class.	
	Thu	3/19/26		
	Fri	3/20/26		
	Sun	3/22/26		
10	Tue	3/24/26	Project work day - no class	
	Thu	3/26/26	Lec 15: Displays	T: 243-279
	Fri	3/27/26	Lab 5b: Decision making (writing)	
	Sun	3/29/26	**Week 10 due date:** Lab 5 due by 11:59 p.m via Canvas	
11	Tue	3/31/26	Lec 16: Controls	T: 283-302
	Thu	4/2/26	Lec 17: HCI	T: 323-355
	Fri	4/3/26	Lab 6a: Usability	
	Sun	4/5/26	**Week 11 due date:** Project outline due by 11:59 p.m. via Canvas	
12	Tue	4/7/26	Lec 18: Automation	T: 357-387

NOTE: Schedule subject to change with fair notice, check “Announcements” on Canvas for updates.

Week	Day	Date	Lecture/Lab	Reading
	Thu	4/9/26	Lec 19: Job evaluation and design (including work system model)	T: 17-47, 74-75
	Fri	4/10/26	Lab 6b: Usability (writing)	
	Sun	4/12/26	**Week 12 due date:** Lab 6 due by 11:59 p.m via Canvas	
13	Tue	4/14/26	Lec 20: Work study	Readings on Canvas
	Thu	4/16/26	Lec 21: Workload, fatigue and stress	T: 485-499
	Fri	4/17/26	Lab 7a: Work study	
	Sun	4/19/26	**Week 13 due date:** Optional: submit paper and/or poster for feedback by 11:59 p.m. via Canvas	
14	Tue	4/21/26	Lec 22: Teams	T: 581-604
	Thu	4/23/26	Lec 23: Accidents and errors	T: 511-546, readings on Canvas
	Fri	4/24/26	Lab 7b: Work study (writing)	
	Sun	4/26/26	**Week 14 due date:** Lab 7 due by 11:59 p.m via Canvas Poster and paper due by 11:59 p.m. via Canvas	
15	Tue	4/28/26	Group 1 presents posters	
	Thu	4/30/26	Group 2 presents posters	
	Fri	5/1/26	Lab 8: Repeat Lab 1 (examples of bad design on campus), reflect on changes. I**ndividual lab.**	
	Sun	5/3/26	**Week 15 due date:** Lab 8 due by 11:59 p.m via Canvas	
16	Tue	5/5/26	Review for Exam 2	
	Thu	5/7/26	Reading day! No class.	
	Sun	5/10/26	**Week 16 due date:**	
17	Thu	5/14/26	**Final Exam Period 8:00-11:00** Exam 2 (not cumulative) during final exam period	

NOTE: Schedule subject to change with fair notice, check “Announcements” on Canvas for updates.